

# Education

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Universities

Hon. Bette Stephenson, M.P., Minister  
Harry K. Fisher, Deputy Minister

## Four students win bronze in Math Olympiad

Four Canadian students, including two from Ontario, won bronze medals at the 1983 International Mathematical Olympiad held in Paris.

They are: Neale Ginsburg of Loyalist Collegiate and Vocational School, Kingston, William Rucklidge of the Toronto French School, Martin Pottle of Montreal, Quebec and Michael Clase of St. John's, Newfoundland.

The Canadian team's final standing was fourteenth in a field of 32 participating countries. One hundred and eighty six high school students from around the world took part in the competition.

Team coach Prof. E.J. Barbeau, of the University of Toronto said the Canadians made a "respectable showing" in the face of intense competition.

The winner by a large margin was the national team of West Germany, followed by the teams of the United States, Hungary, the Soviet Union and Romania.

Three students from West Germany and one competitor from the U.S.S.R. achieved perfect scores in the competition. A total of eight students were awarded gold medals.

Prof. Barbeau and his fel-

low coach Prof. G.J. Butler of the University of Toronto said they were grateful for the assistance the team received from both government and private sources. Among the team's supporters were: The Government of Canada, the Ontario Ministry of Education, the Samuel Beatty Fund, the Royal Society of Canada, the McLean Foundation, Citibank of Canada, The Ontario Association for Mathematics Education, Norman S. Robertson, Q.C., and Jessie Current. Several boards of education and schools also assisted the participating Canadian students.

## Dryden co-op program overwhelming success

DRYDEN - One of the best educational success stories of 1983 comes from this North-western Ontario town where co-operative education has fused together school and community.

Introduced in 1981 at Dryden High School, co-operative education has become the talk of the town - and now the talk of Ontario - for rescuing students from unemployment, salvaging the careers of former dropouts, forging strong links between the classroom and the world of work, and setting an example that can be emulated in other communities.

Dryden's mayor, the town council, operators of local businesses and service agencies, and the local news media have all attested to a new educational consciousness in this town of 6,500.

This year, Dryden High School has 51 students who are combining practical job experience with in-school courses. Students, teachers, employers and parents have praised the program which involves a half-day of practical work with a local employer and a half-day of related instruction in school. Students are not paid for their practical work.

But students do earn two school credits for successful completion of 15 hours a week of practical work. In addition, co-op students are required to earn in-school credits in compulsory and related subjects.

The driving force behind the program is Bob Jackson who is well known in Dryden. He is the head of Dryden High School's business department and also serves as co-ordinator of co-operative education. His success has been hailed by community leaders and chronicled in news stories in the local weekly newspaper.

When the co-op program was introduced, The Observer soon supported it in an editorial:

"We have to thank the Dryden Observer for its thorough and responsible reporting which has been an essential factor in the success of the program," said Mr. Jackson. "Without them it would have been impossible to convey the co-op message to the community. My advice to others starting in co-op education is to work with their local newspaper."

The Observer also participates as a co-op employer. Editor Richard Johnson supervises the work of student Kent Ramsay in the editorial department. The company has three more co-op students: Bernice Sikora in sales, David Adams in graphics and Steve Patrie in paper cutting.

In October, The Observer published a special section on co-operative education in Dryden. Each student's photograph appeared with a description of their work assignment and career aspirations.

Tony Cortens, a Grade 12 student, is working with Dryden's Probation and After Care Services. Tony plans on pursuing a career in law enforcement.

At Dryden District General Hospital, Grade 12 student Karen Desserre is working five afternoons a week so that she may prepare for a future in nursing or ambulance attendant field.

Linda Prouty worked as an assistant welder and grinder in the shop of Vulcan Machinery and Equipment.

"The men in the shop accepted her gladly and came to admire her ability as an assistant welder," Mr. Jackson said.

After graduating with honours, Linda was hired as an apprentice welder by Hi-Weld, a local employer that also opened its

doors to two co-op students this year.

Dryden's trade unions support the co-op program, as does the Chamber of Commerce, which encourages its members to take on co-op students. Chamber president Hugh Syrja, who is also president of CKDR, the town's radio station, has been an enthusiastic promoter of the program, on air and in writing.

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## Parrott committee reports on Northeastern University

A government appointed committee studying the restructuring of the university system in Northeastern Ontario has recommended that the new university be called Champlain University and that it be composed initially of four constituent campuses under a single board of governors and senate.

The committee was chaired by Dr. Harry Parrott, former Minister of Colleges and Universities. The four campuses are Algoma, at Sault Ste. Marie, Laurentian at Sudbury, Nipissing at North Bay and Hearst in Hearst.

The committee recommended that the new board of governors establish priorities for the new university including allocation of resources, budgeting and financial management. The new university senate would concern itself with system-wide academic planning and standards. The day-to-day management of both academic and non-academic affairs would rest with newly established campus councils and campus principals.

The committee recognized the concern of the Franco-Ontarian community for equitable treat-



## Mariette Fraser Franco-Ontarian ADM

Mrs. Mariette Fraser, who began her teaching career in Hearst 23 years ago, has been appointed Assistant Deputy Minister Franco-Ontarian Education.

In 1978 Mrs. Fraser was appointed coordinator of French-language consultative services for the Ministry of Education's regional offices in Toronto and London. She has taught in French and English language schools across the province and served as principal of French-language schools in Cambridge and Hamilton. In 1981 she was appointed Regional Superin-

tendent in the Ministry and was responsible for providing French-language services to school boards in Southern Ontario.

As Assistant Deputy Minister she will be responsible for the continuing development of Ministry policy for French-language education in the province's elementary and secondary schools and post-secondary institutions.

She succeeds Berchmans Kipp who resigned earlier this year to become Director of Education for the Metropolitan Separate School Board.

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Students check out new Icon educational computer which will be field tested in 22 locations across the province.

## Educational computer to be field tested in 22 schools

ICON, Ontario's new educational computer will be field testing in 22 schools across the province.

The 22 systems are being delivered this fall and for four months the Ministry of Education will be collecting information on the operation of the systems to determine if any modifications will be required. Production models are scheduled for delivery to schools early next year.

The ICON is the first microcomputer system designed to meet the Ministry's new "state-of-the-art" specifications which were outlined in *Functional Requirements for Microcomputers For Educational Use in Ontario Schools*, released in March, 1983. It was developed by CEMCORP, a Canadian company specially formed to design and market microcomputer systems and software for the educational market. The Ministry of Education and the Ministry of Industry and Trade worked closely together, using funds from Ontario's Board of Industrial Leadership (BILD), to encourage the Canadian electronic industry to establish such a company. To introduce the new generation of computers to the schools and to help the new company get established, the Ministry of Education contracted to buy \$10.0 million worth of the new machines.

The ICON's name is based on one of its friendliest features, the use of graphic images or "icons", on the screen to control the computer. Young pupils can ask questions and give answers by pointing at the screen, using a "trackball", a hand-controlled device that moves a cursor towards images and segments of the screen. By spinning the trackball, children not yet capable of handling a keyboard can still use the computer for learning.

This is possible because the ICON is an advanced 16-bit microcomputer based on some of the most up-to-date microelectronic components available. It provides the user with advanced graphics capabilities and the

hardware needed to support sophisticated educational software. The high resolution graphics capability of the ICON is due in part to the use of Canada's own TELIDON standards (which were recently adopted as the North American standard). This allows software developers to add detailed coloured diagrams to enhance the traditional text presentation of lessons. For instance, a chemistry experiment can be illustrated in colour and animated in stages to demonstrate each step in the process, greatly increasing the effectiveness of the educational software.

The ICON is specially designed to accommodate the individual physical characteristics of children. The keyboard is sculptured to suit the hands. The screen is mounted on a pedestal and tilts and swivels to the proper angle for easy viewing by any learner, child or adult. Wall-mounted or free-standing furniture has been designed for the ICON. It is height adjustable and provides enclosed channels through which cables and power cords can be safely routed, out of reach of children.

The Ministry's contract with CEMCORP is expected to yield between 2000 and 3000 workstations, (the exact number is dependent on the kind of display screen chosen by school boards and the various arrangements of workstations and file server). These units will be re-sold by the Ministry to Ontario school boards for 25% of the cost to the Ministry. Later school board purchases of the ICON will be at CEMCORP's regular commercial price which is expected to be very competitive with the price of similar quality equipment. However, these purchases will be recognized by the Ministry as "extraordinary expenditure". This means they will not be affected by the board's ceiling on ordinary expenditures, and will receive a higher rate of grant (averaging about 75%). This additional grant assistance will be available as well for the purchase of any other manufacturer's microcomputer which

meets the Ministry's published functional requirements.

Another major technical advantage of the ICON and its operating system is that it will allow concurrent use of several software programs which can be displayed and operated on segments of the screen called "windows". For example, a student working on a physics problem can have a mathematical help program operating in one window, a language help program operating in another window, in addition to the physics program operating in the main window. Until now, this feature has been available only on the most expensive business computers, not on the microcomputers commonly used in classrooms.

The ICON has a voice synthesizer which can be programmed to speak letters, numbers, words or phrases to students. This feature will be particularly useful in serving students who have learning difficulties. Provision has also been made in the ICON to allow the connection of special keyboards, when available, to accommodate the special need of particular handicaps. These could include Braille keyboards, BLISS symbol keyboards, and oversize keyboards.

The ICON is also specifically designed for a network environment in a classroom as well as for standalone use. A typical installation might have six or seven individual microcomputers linked to a central unit called the "file server". A file server is another microcomputer specially designed to allow communication between the individual student stations and shared connection to expensive special purpose equipment using a communications cable between the connected devices. The file server has as standard equipment a large capacity "hard disc" as well as a conventional floppy disc. The hard disc, with its immense storage capacity, can hold the students' individual work files. The floppy disc can be used to input specific software programs.

Networking allows students to work co-operatively together. While these new opportunities for sharing and group activities may be unfamiliar, the basic concepts are central to Ontario's educational philosophy.

To assure an abundance of software for the ICON and other microcomputers meeting its functional requirements, the Ministry of Education has allocated \$5.0 million in funds from BILD to stimulate educational software development in 1984-85. The Ministry of Education expects that its educational software development programs will grow to \$10.0 million annually by 1986.

To bridge the gap until these new softwares specifically designed to meet learning objectives in Ontario curriculum guidelines become available, thirty of the best existing pieces of software have been converted. Another fifty-seven examples, specially funded by the Ministry through BILD to illustrate best current practice in educational lessonware, will be completed in versions compatible with the ICON and similar machines.

On introduction, the ICON will have available four of the most important computer programming languages (Pascal, BASIC, Logo and C). Two of these, BASIC and Pascal, are in versions developed at the University of Waterloo, chosen because they are easily "portable" from one machine to another.

This is an important feature of the Ministry's functional requirements. It means that softwares programmed in one or other of these particular versions of the popular languages will be usable on all microcomputers meeting the Ministry requirements. In this way, the growing investment in educational software can be protected, while at the same time new and more advanced machines can be developed.

The ICON's raw processing power far exceeds that of current standalone microcomputers now used in schools. This is needed to obtain the variety of features described, especially the fast delivery of graphics, animation of images and simultaneous operation of programs and to ensure its future flexibility.

As the first microcomputer specifically engineered to meet the Ministry of Education's functional requirements, it addressed the needs of Ontario's educational system for a state-of-the-art machine with superior capabilities specifically oriented to use in schools. The Ministry's, and ICON's approach minimizes the likelihood of obsolescence of hardware and software. It ensures that students have access to a safe, reliable, highly sophisticated, yet easy to use tool. It paves the way for Ontario schools to take maximum educational advantage from the use of computers, and to be prepared for the new "Communication Revolution" occurring around us.

## Female students limiting chances for professional technical career

A Ministry of Education survey indicates that female students, through course selection, are limiting their chances of entry into technical and professional fields.

The survey, done in 1980, marks the first time that the Ministry collected course enrolment data by sex. The survey covered intermediate, senior and honour level courses.

The main objectives of the survey were:

- 1) to present the average male and female participation rates for various secondary school courses;
- 2) to highlight courses with substantive and statistically significant disparities between male and female participation rates;
- 3) to outline the general patterns of male and female course participation in Ontario's publicly supported secondary schools.

The results of the survey indicate that course selection is strongly predicated on a student's sex.

In general, female participation rates significantly exceeded those

of males in: consumer studies, guidance, English (Honour), French, Italian, German, Spanish, biology, family studies, law, man in society, world religions, art, dramatic arts, visual arts, music, and business studies courses.

Similarly, male participation rates substantially exceeded those of females in: physics (Senior), general science, chemistry, environmental science, geology, physical geography, regional geography, human geography, urban geography, calculus, algebra, relations and functions, computer science, senior mathematics, physical and health education, and technological studies courses.

The findings corroborate other evidence about male and female patterns of course selection and are of concern because of their implications for student's future career choices. The low number of females in senior and honour science and mathematics courses suggests that female students are limiting their chances for entry into technical and professional fields.

## Science Centre scene of science fair

The third annual Technion Science Fair will be held at the Ontario Science Centre from March 28 to April 1 of next year.

The fair, sponsored by the Canadian Technion Society, is designed to give recognition to teachers and students throughout Ontario who pursue an active interest in the fields of applied science and technology and to accent the universal nature of science and contributions of

international exchange.

The fair is open to secondary and community college students and to university undergraduate programs. The 1983 winner was Paul Capes of Northern Collegiate Institute in Sarnia who entered an industrial CO<sub>2</sub> laser system.

For the fair rules, brochures and information contact Debra Eklove, Canadian Technion Society, 2828 Bathurst St., Suite 603, Toronto, Ont., M6B 3A7.



# Fort William has full slate of activities for bicentennial



THUNDER BAY—A flotilla of 18th-century fur-trading canoes, authentically equipped for a journey of living history, is set to make a 2,000-kilometre voyage from Montreal to Old Fort William in 55 days next spring to commemorate Bicentennial Year.

As Ontario marks its 200th anniversary of settlement in 1984, Old Fort William joins in a double celebration, marking as well the 200th anniversary of the first Great Rendezvous of the North West Company, the private fur-trading enterprise that opened routes to the West and ensured Canada's growth.

It was in June 1784, that for the first time French-Canadian Voyageurs, Scottish factors and explorers, and Indian and Métis fur-trappers and guides all came together for a season of trading and conviviality, leaving behind their inland outposts to form a large, temporary community at the North West Company's headquarters. The custom of celebrating Rendezvous Days was revived in 1973, with the opening of Old Fort William, reconstructed in a woodland setting upriver from its original location.

In May 1984, a brigade of three 11-metre canoes, each carrying 30 persons, will set out along the original route of the Voyageurs: up the Ottawa River, through Lake Nipissing, the French River, Georgian Bay, the North Channel, the St. Mary's River and Lake Superior.

Schools along the route are being invited to take advantage of the many learning opportunities, especially related to the intermediate curriculum, which will be offered in the brigade's encampment activities, arrival and departure ceremonies — complete with authentic re-enactments, musical and dramatic performances, dances, etc.

The expedition has been organized jointly by Professor James Smithers of Lakehead University's School of Physical Education, and Armin Weber, an administrator at Old Fort William. Paddlers and passengers in the

canoe brigade will be mainly students enrolled in physical education courses at Lakehead. In the winter months before the trip, students will prepare authentic equipment for travel in replicas of the 11-metre Montreal canoes of the Voyageurs, will study wilderness survival methods, and make detailed preparations.

Travellers in the canoe brigade will be outfitted in the 18th-century garb of French-Canadian Voyageurs, Scottish factors, Métis and Indian guides, and the occasional English gentleman en route to the fort.

The living-history brigade is set to depart from Montreal early in May 1984, and to arrive in Thunder Bay July 1, in time to open the Great Rendezvous of Bicentennial Year. In addition to the paddling time of about 40 days, there will be two weeks spent in various encampments along the route.

Organizers of the canoe brigade are inviting the educational participation of schools, especially in communities en route: Montreal, Hawkesbury, Rockland, Hull, Ottawa, Arnprior, Pembroke, Deep River, Mattawa, North Bay, Little Current, Blind River, Thessalon, Sault Ste. Marie, Marathon, Terrace Bay and Thunder Bay.

Preparations are being made to have students from many communities visit the encampments and to join in the re-enactments, and the arrival and departure ceremonies of the living-history brigade.

At the arrival ceremonies at Old Fort William, participants are also expected from neighbouring Minnesota, especially from the National Historic Park at Grand Portage, the actual location of the first Lakehead headquarters of the North West Company, about 50 km south of Old Fort William. Ceded to the United States as a result of boundary disputes in the early 19th century, Grand Portage was the location of the first Great Rendezvous in 1784. Today, the

United States government maintains a reconstructed fort at the site.

In 1803, the North West Company decided to abandon the Grand Portage location, under threat of economic sanctions by the fledgling United States government. The company moved north to Fort Kaministiquia, the site of an early French fort, on the river that still bears that name. The name of the fort was changed in 1807 to Fort William, after William McGillivray, principal director of the company.

Each summer in its early history, the North West Company hosted the Great Rendezvous, the annual meeting of a thousand or more Nor'Westers from across the continent. The Lakehead location allowed wintering partners from the West to bring in furs, mainly beaver pelts obtained from the Indians. These furs were exchanged during the Rendezvous for trade goods transported from London and Montreal. During the Rendezvous, the Fort emerged from its winter solitude and became a bustling community, alive with hectic transactions, celebrations, and "country marriages" between Native women and Nor'Wester men.

The company's Montreal agents and wintering partners conducted business in the fort's Council House during the day and celebrated with festivities in the Great Hall in the evening. (In addition to the many buildings already reconstructed at Old Fort William, the newly-refurbished Great Hall will be one of the added attractions for Bicentennial Year visitors.)

Disaster struck Fort William in 1816 when Lord Selkirk of the rival fur-trading Hudson's Bay Company seized the Fort and occupied it for nine months. This was in retaliation for the massacre of Seven Oaks in which 22 Selkirk settlers on the Red River were killed by Métis hunters who were connected with the North West Company.

These events contributed to the North West Company's bankruptcy in 1821 and its reluctant amalgamation with the rival Hudson's Bay Company. As a Hudson's Bay post, Fort William declined in importance and the Great Rendezvous was no more. In 1883, its doors closed for the last time, and in 1902, its last structure, the Stone Store, was levelled to make way for the Canadian Pacific Railway's freight and grain handling operations.

Today, Fort William lives again. Reconstructed by the Province of Ontario and operated by the Ministry of Tourism and Recreation, Old Fort William serves as a major educational resource for thousands of visitors each year. In 1982, about 130,000 visitors were counted, including about 10,000 students participating in many types of study programs, ranging from self-conducted day visits to overnight programs of living history.

The Residential Study Program offers the longest visit — two days in spring and fall, and gives students a chance to venture into the past and experience living history.



As apprentices students learn the trades of the early settlers.

The students are treated as new engagés (contracted employees of the North West Company). They are supplied with costumes, warm capotes (hooded jackets) and are immediately given contracts and duties as apprentices to the tradesmen and women of the fort.

The only concession to modern-day life is the electric heat which is provided in the sleeping loft of the student-engagés. They cook their own simple fare on an open hearth at 6:30 a.m., and prepare for lessons and workshops with their assigned tradespeople.

Master Cooper Joseph Robillard is often on hand, demonstrating the basic techniques of barrel-making. He then puts his apprentices to work on shaping staves to match a template by using drawknives at the shavehorse.

Other workshops allow students to learn from the armourer, blacksmith, carpenter, tailor and tinsmith.

Agricultural theme courses at the fort's farm provide students

the experience of cleaning out stables, feeding and grooming animals, hitching, harnessing and driving a cart.

Studying the theme of transportation, students construct models of birch bark canoes and schooners, while learning of their importance to the fur trade.

In many of these workshops, students dress in period clothes, and become involved in role playing based on historical occurrences. The wide range of workshops and courses includes Native Studies, Fur and Commerce, Operations and Management, Voyageur Life, Technology and Trades and Environmental Interaction.

Suzie Stupendick, educational and special programs officer, emphasizes, however, that the overnight programs require weeks of classroom preparation. But the fort also offers many other student programs of shorter duration, and some also available in French. In all cases, reservations must be

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Thunder Bay's Fort William plans a full schedule of events to mark the Bicentennial



Students relive history during visit to Fort William.



# Finnish — Canadian history to be on display in Thunder Bay high schools

THUNDER BAY — The local history of Finnish Canadians will be exhibited in Thunder Bay district high schools during 1984, in a project that can be a model for Ontario's Bicentennial Year celebration of all settlement.

After years of researching, collecting and publishing materials on community history, the Thunder Bay Finnish Canadian Historical Society is joining forces with local history teachers to bring *The Finnish Experience* into the Grade 9 curriculum of schools in the district.

*The Finnish Experience* is the title of a large historical collection of photographs, maps, documents, letters and artwork, mounted on 14 display panels. It will circulate through district high schools, almost all of which have sizable enrolments of Finnish Canadians. (Thunder Bay's Finnish Canadian community, the largest in Canada, numbers about

15,000.)

To accompany the visual material, a teachers' resource book is being prepared under the direction of John Bick, head of history at Hillcrest High School, Lakehead Board of Education. Assisted by Helen Koivula, a researcher for the Finnish Canadian Historical Society, and Telly Kahara, a teacher of Finnish at Hillcrest High School, Mr. Bick plans to have the teaching kit ready for distribution during Bicentennial Year.

The teaching kit will consist of seven units of instruction designed for use in Grade 9. The print materials will feature an introduction to Finland, Finnish settlement in Northern Ontario, occupations and businesses of local Finnish settlers, labor unions and the co-operative movements in which Finns took an active role, the land fever which saw local Finns move from urban to rural

areas, and the cultural life of the local Finnish community.

Mr. Bick noted that his task has been made easier by the abundant historical resources, including a room full of archives, maintained by the society in the basement of the Thunder Bay Historical Museum. Manuscripts of plays, musicals, family histories, as well as rare printed materials, have been assembled through years of effort by society members.

Jorma Halonen, president of the Finnish Canadian Historical Society of Thunder Bay, said that *The Finnish Experience* is the culmination of more than a decade of research and publishing. The society's operations have been funded mainly by the federal Department of the Secretary of State. But the society's resourcefulness also enabled it to receive funds from Wintario and other programs of various levels of government.

Mr. Halonen pointed with pride to the society's flagship publication, *A Chronicle of Finnish Settlements in Rural Thunder Bay*, a 150-page book first printed in 1976, and reprinted in 1980. The society is also planning to publish additional books on other aspects of local Finnish Canadian culture. With plenty of old photographs, the chronicle starts with the arrival of the Finnish immigrants in 1876, arriving not from Finland, but from the United States where they had encountered difficult conditions. This pattern of settlement continued for many years, and more Finns came to the Lakehead from the United States than came directly from Finland. The chronicle notes that the U.S. was suffering an economic depression at the time, "and it appears that news of the proposed Canadian railway enticed some Finns here in search of work." Canadian immigration policy made farm land easier to obtain than in the U.S. Midwest. The price of land near Thunder Bay was a dollar and fifty cents for an entire homestead of 160 acres, available to any male immigrant over age 18.

Describing schools at the turn of the century, the chronicle states that "Finns had high regard for education and their communities without exception contained schools, although founding schools in those days was not an easy business. Before a community could be eligible for government funding of its educational facilities, a building had to be erected and a teacher hired by the settlers."

Teachers were usually English-speaking, although in later years some were of Finnish origin. But whoever the teacher was, the curriculum remained largely the same: 'riting, 'rithmetic, and readings imbued with a hearty loyalty to the British flag and the British Empire.

Following publication of the chronicle, the Thunder Bay Finnish Canadian Historical

Society undertook a program of visits to area schools. Cairine Budner, vice-president of the society, visited elementary and secondary schools last year, describing the society's publications and activities. She struck a responsive chord in many of the 100 or so students who are studying Finnish as a heritage language in Thunder Bay.

At Hillcrest High School, teacher Telly Kahara said many Finnish Canadian pupils and parents have shown greater interest in studying Finnish as a result of the educational activities of the historical society. Enrolments have increased in both the elementary level heritage language classes and in the secondary level modern language credit course in Finnish.

As history department head at Hillcrest, Mr. Bick stressed that the value of *The Finnish Experience* serves all ethnic groups covered in the Grade 9 multicultural history course. All groups of Lakehead settlers experienced similar rigours of survival — common experiences that served to unify diverse groups. Evidence of that unity today can be found in the Thunder Bay Multicultural Association, a thriving organization that has many links to the school system, Mr. Bick said.

Mr. Bick plans to distribute his teachers' resource book through the Lakehead History and Social Science Teachers' Association, of which he is a planning committee member. He also serves as vice-president of the Thunder Bay Historical Society, the community-wide association which operates the Thunder Bay Historical Museum and which provides space for the Finnish society's historical archives.

These interconnections and co-operation among community groups reveal the exemplary style in which local educators, historians and ethnic leaders are contributing to enrich the local school curriculum for Bicentennial Year — Ontario's celebration of all settlement.



Linda Prouty now works as an apprentice welder

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## Dryden co-op program overwhelming success

"The chamber feels strongly that assisting our young people in a smoother transition from school to the world of work is a responsibility that should be shared by all groups in the community," Mr. Syrja said. "The executive and board of directors of the Dryden District Chamber of Commerce support the co-operative education program at Dryden High School and urge all community-minded employers to participate as partners in this unique education/industry liaison."

A total of 38 chamber members have welcomed co-op students this year, and more local employers are on a waiting list to take suitable co-op students who are interested in learning in their establishments. Mr. Jackson also keeps another waiting list at the school — a list of students who want to join the co-op program. Matching the student's interests with appropriate workplace experiences is a constant challenge.

Ralph McNaughton, principal of Dryden High School, has provided constant encouragement for Mr. Jackson, and has monitored a steady stream of com-

munity approval.

"It is the greatest change we have had in education here for years," said the principal. "The good word comes back again and again from the community."

Mr. McNaughton said the program began after Mr. Jackson brought back the idea from a successful program he saw at Ernestown Secondary School in Odessa, near Kingston. Operated by the Lennox and Addington County Board of Education, the co-operative education program at Ernestown served as a model for Dryden's. Mr. McNaughton praised the assistance and continual advice provided by the Ernestown co-op administrators: "That kind of sharing is an essential resource for our education system."

The Dryden program gained provincial attention following an assessment carried out by a Ministry of Education official, William Morgan, Regional Office in Thunder Bay. Invited to evaluate the program's effectiveness, Mr. Morgan wrote in a report last year:

"Absenteeism is negligible. In

effect, the students appear to be honouring a 'contract' which has been firmly and clearly established prior to acceptance into the program." "In each instance, the employer has taken a keen personal interest in the well-being and progress of the trainee."

Some of the most heartfelt testimonials for the success of the program have come from parents who have witnessed dramatic reversals in the educational careers of their children who were previously in difficulty.

One parent said: "It gives the students a sense of what is really expected in the work field, and provides them with that elusive work experience which is so necessary in obtaining employment, particularly at this depressed economic time. I would like to urge the Dryden Board of Education to continue this valuable program." Other parents noted that their children who had dropped out of school returned only because of the co-op program.

Mr. Jackson said that about half the co-op students discover that the co-op work they originally chose did not turn out to be really to their liking. Such realizations "are relatively painless at this early stage," and students get a chance to make a second choice. But the other half of the co-op students do continue furthering their education in their chosen co-op fields after high school, having had the advantage of easy entry into the workforce.

Another advantage for students is the opportunity for earning money through summer employment with their co-op employer, or through paid employment on weekends or evenings, after their three hours a day of unpaid co-op employment.

Such was the case of Rick Morand, who worked last year as a chef's helper, working free for three hours, and being paid for additional hours. At the same time, he kept up a full academic year, and became one of the most successful graduates.

His accomplishments resulted in a special award and plaque for the Most Improved Student, an honour he received at the June banquet.

Principal Ralph McNaughton attributes the success of the program to the energy and dedication of Bob Jackson.

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## Fort William has full slate of activities for bicentennial

made well in advance. Brochures and an information package for teachers are available by writing to the address given at the end of this article.

Armin Weber, program coordinator of Old Fort William, said that more groups from Southern Ontario should take advantage of the educational opportunities at the fort and elsewhere in Northwestern Ontario. During 1983, only a handful of students from Southern Ontario, one class from Peterborough, made the trip to the Lakehead.

A major project for Bicentennial Year will be to enlist the

co-operation of school boards and government agencies to help correct the situation. Because the Bicentennial observances are bound to generate greater interest in Ontario history and historical sites, teachers interested in leading student groups to Old Fort William should make inquiries as early as possible.

To receive a brochure describing the visitation programs, and including an application form, write to: Educational Programs Reservation Office, Old Fort William, Vickers Heights Post Office, Thunder Bay, Ontario P0T 2Z0. The telephone number is (807) 577-8461.

## Students believe english/math important

Ontario students in Grades 7 to 10 strongly believe in the importance of their English and mathematics studies, according to a report released in September.

The *Report of the 1981 Field Trials in English and Mathematics — Intermediate Division* was prepared for the Ministry by Dr. Leslie D. McLean of the Ontario Institute for Studies in Education.

Copies of the report have been

made available to boards for distribution to interested teachers. Two brochures which summarize the findings, *The Mathematics Pool* and *English in the Intermediate Division*, have been distributed directly to schools.

All reports and materials related to the 1981 field trials are being released for sale through the Ontario Government book stores and the OISE Bookstore.